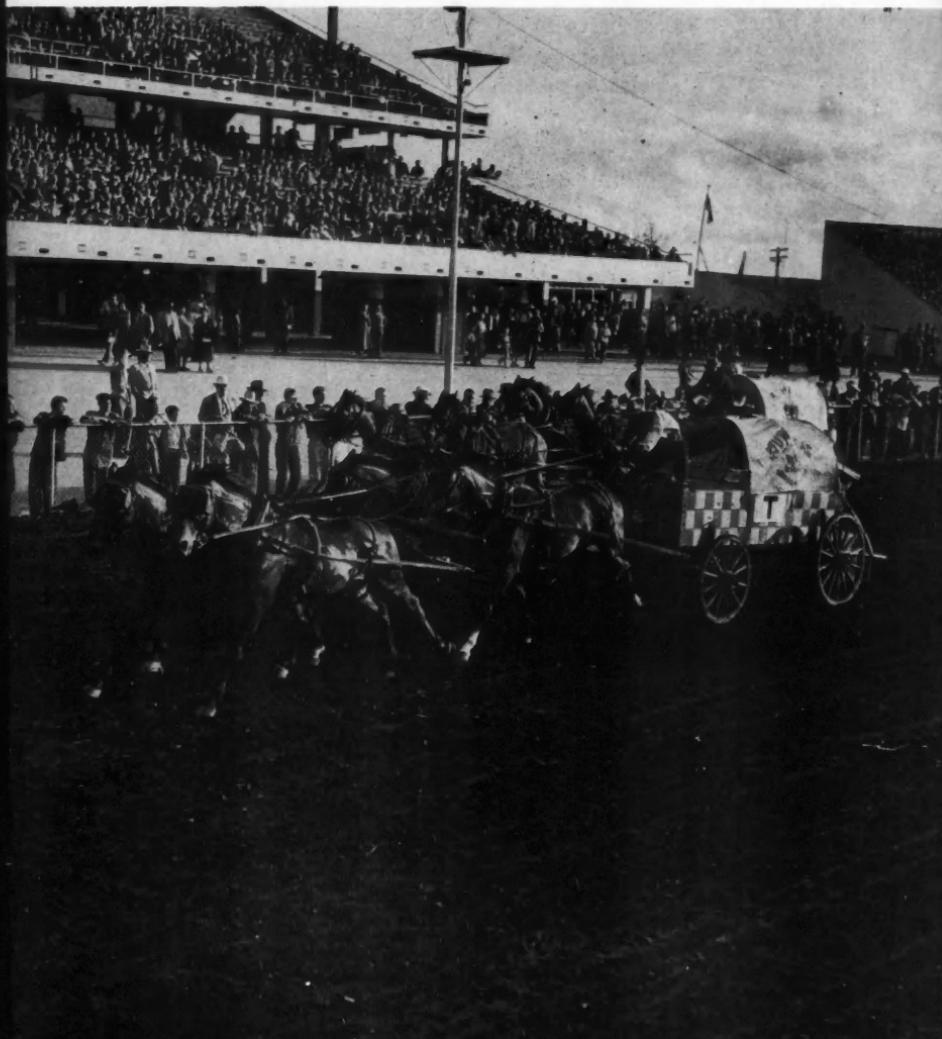


The ATA Magazine

JUNE
1954

OFFICIAL ORGAN OF THE ALBERTA TEACHERS' ASSOCIATION



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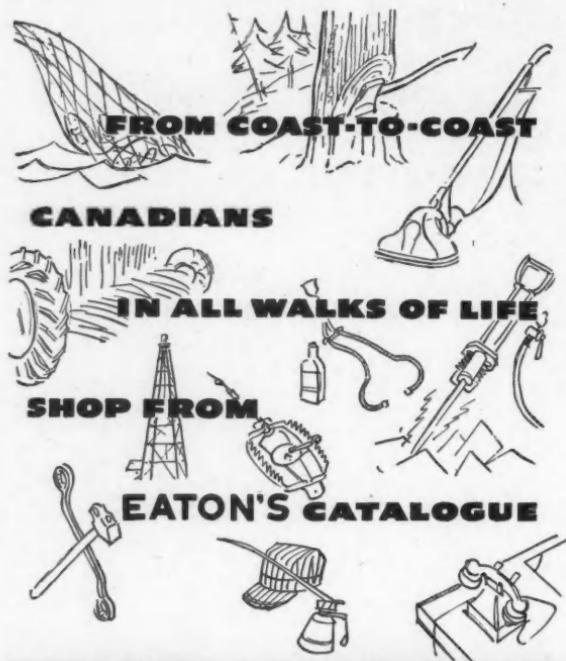
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A highlight next month for many Albertans and visitors from outside the province will be the Calgary Stampede. Our cover pictures the chuck wagon race, a popular event of this famous, annual show.

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Editorial

A TWO-WAY STREET

Schools and school business are news. Changes in policies or procedures, track meets, school graduations are eagerly scanned the moment they appear in the print. Whether the school news is good or bad, it is news and is sure of a large reader audience.

Sense of Ownership

People put their tax dollars in schools as well as their children. The school is one public institution in which people feel a real sense of ownership. In many communities the school is the centre of community activity. There is concern and pride in the affairs of the school because it is closer to the people than most public institutions.

A Necessary Nuisance?

School leaders have not made the best use of this latent interest and support. Indeed, many teachers and administrators have let public support go by default. In the past, many educators regarded public interest in school affairs as a necessary nuisance. Generally, many, if not most, preferred to have the public leave school business and school people alone.

Public Interest And Support Essential

The era of accusation against schools and our system of public education has been a rude shock to many teachers and educational leaders. In the welter of attack and defence it has become clear that educators alone cannot successfully defend our schools against wholesale condemnations of malicious critics. Some teachers and administrators, more discerning than others, have noted that unwarranted, irrational attacks on schools fall flat in communities in which parents and teachers have shared school business and school problems.

Two-Way Communications

Teachers and administrators may know that a school system is a good one, but that is no guarantee that the public's attitude towards the school is favourable. As a matter of fact, school people, generally, know very little about what a community's attitude is, unless they are very

active in community affairs and make studied efforts to secure citizens' opinions about schools. Until recently, educators believed that the school program was their responsibility. The public should be told about it and should then support it. Recent criticisms have shown school leaders that it is neither possible nor desirable to operate schools without the active participation of the communities they serve.

Only The Public Can Defend

Democratic people value education. A system of free public education is the great tradition of democracies. People want and expect their schools to give children a better education than their parents had. When people become alarmed by, and accept, sweeping condemnations of our schools, educators have not shared the schools in educational partnership with the communities. The public supports our schools. Only the public can defend our schools.

Notice To All Teachers

Teachers in the employ of the **County of Newell No. 4** have voted to use strike action in the matter of collective bargaining with their employer. All teachers are requested to check with Head Office of the Alberta Teachers' Association before making application for teaching positions in schools of the County of Newell.

Important

Teachers should be careful to check the salary schedule of a school district, division or county before accepting a position. You will be entitled to a salary computed according to the terms of the schedule.

If negotiations for a new salary schedule have not been completed, you should contact head office of the Alberta Teachers' Association for information.

Facts Are

SCHOOL public relations programs rely heavily upon the dissemination of facts and information through the mass media of communication to affect the way community residents think and feel about their school. Whether staff members view distribution of information simply as a means of supplying citizens with full and correct facts or whether they view it as a means of modifying citizens' opinions and attitudes toward the school, their purpose is to affect people.

Since public relations efforts are intended to influence the behaviour, thoughts and feelings of human beings, it should be obvious that there is a close alliance between public relations and those social sciences that seek to understand the social processes by which people influence one another. In recent years, social scientists have made considerable progress in discovering the conditions under which people change their attitudes, the ways in which they respond to advertising, propaganda, information and arguments carried through the mass media, and their reactions to public relations projects similar to those of the schools.

Unfortunately, training for public relations in education, in its concentration upon the administration of programs, rarely introduces students to the fruits of the social psychological investigations. Schoolmen have no familiar sources upon which to draw for an understanding of the dynamics of public opinion, the bases of attitude formation and change, or the social processes of communication—matters that are basic to

the public relations tasks they are expected to perform.

Because the dissemination of facts and information plays so large a part in the public relations programs of many school systems, I shall consider a few of the more important principles that have emerged from social psychological research and that may aid staff members of the school to interpret and understand the problems they face. Needless to say, the principles do not represent an exhaustive coverage of the field nor do

W. W. CHARTERS, Jr.
Bureau of Educational Research
University of Illinois

they provide public relations officials with formulas or "tricks of the trade" whose faithful application will lead to success; rather, they illustrate in one area the type of knowledge that social science literature may yield to the professional educator who wishes to understand the basic social and psychological forces with which he works.¹

Widely disseminated information rarely reaches all persons for whom it is intended. Strictly speaking, this is not a principle at all but a statement of one of the basic problems in public relations. Why is it that widely distributed information seldom reaches everyone to whom it is directed?

The easiest (and often the most in-

¹ The following principles apply to people in general. While there are exceptions to each of them, they are exceptions and not the rule. One of the important tasks of science is to discover more and more comprehensive principles to which there are fewer and fewer exceptions.

Never Enough

accurate) answer is that the information is not distributed widely enough. During World War II a pamphlet on war bonds was placed in the mailbox of virtually every family in Baltimore. Interviewers later estimated that more than 80 percent of the population did not remember seeing the pamphlet; of the few who acknowledged seeing it, one-third had not looked beyond the front cover. Clearly the problem there was not one of inadequate distribution.

In 1948, Springfield, Mo., made a school survey. During the months the survey was in progress the town was deluged with newspaper stories, radio reports, and public meetings in which the survey was discussed. Every publicity stop was pulled, and it seemed that public interest was unusually high. But some months after the survey had been completed, interviewers found

- fully one-fourth of Springfield citizens **had not known about the survey,**
- nearly one-half of the citizens knew about the survey but **had not followed it as it was being conducted,**
- from 60 to 95 percent were **unable to report accurately** some of the survey's most publicized conclusions.

Nearly everyone in town had an opportunity to learn about the survey. (In a pre-survey interview, only one person in twenty said he had no way of learning what the schools are doing.) It is hard to imagine how the survey results could have been more widely distributed, and yet large numbers of citizens were not reached by the information.

Certainly there are some occasions when information fails to reach its audience because the distribution is not adequate. But one of the most important

reasons rests with the public itself. Persons **select** the kind of information to which they will expose themselves. Just as the child's physical presence in the classroom does not guarantee that he will be reached by the teacher's words, so the **availability** of information about the school does not guarantee that the citizen will absorb it or even see it. Always to diagnose the problem as the fault of the distribution process may lead the public relations staff to waste time and effort in expanding distribution when the true fault actually lies elsewhere.

What are some alternative diagnoses? Or, to put the question another way, on what basis do people select the information to which they expose themselves?

People tend to expose themselves to information about things in which they are already interested. If a person has no interest in school affairs, if he is bored with survey reports, if he is unconcerned about how his school tax money is spent, he will not voluntarily expose himself to information on these subjects. The news story will remain unread, the radio program will be dialed away, and the pamphlet his child brings to him will be discarded in the wastebasket. Human beings have large numbers of interests which compete with one another for attention, and few persons are able to maintain high levels of interest constantly even in those matters they feel they should be interested in.

School people sometimes forget that educating the young is not always uppermost in the interests of the public. Even parents with children in school cannot be counted on to have an unflagging interest in school problems, as most

parent-teacher association officers will testify. In Springfield, parents of school children exhibited about the same level of awareness, interest and knowledge about the school survey as persons without children in school.

Public relations programs must be geared to the **existing** interests of the audience—not to the interests people should have or to the interests teachers and administrators uncritically assume they have. If the program fails to touch upon **broad areas of interest**, the information disseminated through the program will reach only those persons already vitally interested in school affairs. Occasionally this is the intended audience. More often it is precisely the uninterested persons whom it is important to reach, particularly if the program is designed to arouse greater interest in the school.

People tend to expose themselves only to information which confirms the attitudes they hold. When a person has a choice (that is, when he is not a member of a "captive audience") he will listen to or read the arguments which support his own feelings. The newspaper reader, by and large, will read the papers, the columns, or the editorials with which he agrees and will ignore those which do not confirm his pre-existing attitudes. Persons tend to associate with others with whom they agree; at least, they will generally avoid discussing with their friends subjects on which there is deeply charged disagreement.

This principle is demonstrated dramatically in the report of an elaborate study of political behaviour during the 1940 presidential campaign. A number of citizens of an Ohio community were interviewed monthly during the interval between the nominating conventions and the elections concerning their political preferences and activities. Among other things, the investigators discovered that most people who had made up their minds to vote Republican exposed themselves only to Republican publicity and

oratory, while the avowed Democrats read and listened only to the Democratic side of the campaign. Rarely did the reverse occur. Campaign publicity reached mainly those who already agreed with its message!

How this principle of human behaviour can lead to the failure of a project intended to change attitudes is illustrated in connection with the Treasury Department's sponsorship, during the second world war, of a documentary movie intended to arouse public interest in participating in civilian war activities, such as donating blood to the Red Cross. Free tickets to the show were distributed widely throughout an eastern city. As one would expect, not everyone who received a pass attended the movie. The sponsors found in a follow-up study that the persons who did attend were very different from the persons who stayed away. Persons who attended the movie already participated in the kinds of civilian activities encouraged by the show to a greater degree than the non-attenders. For example, twice as high a percentage of attenders as non-attenders had given blood to the Red Cross. Persons whose attitudes most "needed" influencing failed to expose themselves to the situation in which they could have been influenced.

When exposed to information and facts which contradict their attitudes, people tend to reinterpret the information rather than to change their attitudes. Occasionally, persons are brought face-to-face with facts which are at variance with their attitudes. Either they must change their attitudes or they must "change" the facts. If attitudes are strongly held, facts are the first to yield.

School administrators undoubtedly can cite instances in which opponents of the school have used to their own advantage the very facts presented by supporters of the school. Contrary to common belief, facts do not "speak for themselves"—they must be interpreted. When interpretations are involved, so are attitudes.

(Continued on Page 38)

It's not too early to plan

Your Annual Convention

W. ROY EYRES

HAS your convention committee made its initial plans for next fall's convention? Early preparation is essential. At a meeting in May or June the overall plans should be made by your committee. This group should be representative of all locals, school superintendents, and high school inspectors concerned. At this first meeting a "theme" for the convention should be chosen so that the committees can prepare a program.

Speakers

Special speakers, other than those from the Department of Education and the Alberta Teachers' Association, should be selected, if required. Each should be contacted in June or early July to assure their availability for your convention. Teachers whom you wish to serve as speakers or discussion leaders may be selected at the same time or early in September. Superintendents should know who is or will be available.

Workshop or Traditional?

Is your convention to be a workshop type or will it be designed primarily for inspiration and presentation of information to large groups? Both types are efficient, if well-organized. Several things must be kept in mind in either case. A pre-convention survey will inform teachers what is to be discussed and allow them to give some thought to procedure. A variety of methods of presentation (panels, talks, discussions) will stimulate interest and ideas. Definite objectives in the minds of the planning committee, friendly informality in the set-up, and designation of responsibility for details will ensure interest and success. Methods of assessing or evaluating group meetings should be undertaken so all may be informed of important conclusions.

Minute attention to details is essential in all successful conventions. This re-

sponsibility always falls on the secretary who should be carefully chosen for his organizing ability. It is his job to see that the program is not too crowded, that sessions open and close on time, and that registration procedures are efficient so that every member may be assured of a certificate of attendance. Reservations must be made, sometimes a year in advance, and programs must be printed and distributed early in order that the teachers may make their own plans for attendance. These and many other details require hours of time and involve the writing of countless letters or special interviews.

Social Events Needed

No convention would be complete without some attention being paid to social functions. A banquet, luncheon, buffet lunch, concert, dance, card party or theatre party afford a variety of choices. Ideas are exchanged and important questions discussed in informal gatherings. No convention timetable should be so crowded as to allow no time for leisurely discussion.

Publicity

Finally, a definite attempt should be made to publicize your coming convention. Programs should be submitted to the local press and radio stations, the Department of Education, and Head Office of the Alberta Teachers' Association. *The ATA Magazine* for September is the convention issue. Pictures of presidents and secretaries of convention groups, together with those of speakers, afford one method of securing publicity. In this connection, it is requested that pictures and other information for inclusion in the September issue be sent to Head Office during July or early in August.

Quiet please, gentlemen! The lady has something to say

“I Like Teaching

DID you hear that schools are closed today on account of the snow storm? Sure wish I were a teacher and could roll over on a morning like this!" said one bus-rider to another.

"Yeah," said a third, "they have it soft, all right. Time off for every little thing. If there's a convention, they're off! A little snow, they're off! A holiday—just a little one—off again! What a job!" At which his fellow passengers nodded agreement.

They didn't know that sitting within earshot was a home-bound teacher who had reached school at 7:30 a.m. as usual, after an hour-and-a-half struggle with the elements, to find that her trek was in vain.

"Teachers are always saying how much work they have," said a former neighbour of mine, "but I counted three at our church's last party!" The inference, of course, is that teachers do not really have much work, or that if they attend parties they are neglecting their work.

As a teacher, I'm tired of hearing random slights from uninformed laymen. Let me make very clear that I am not tired of teaching; on the contrary, I am impressed with the importance of my job. Unless teachers arm the Sams and Sallys with truth and knowledge, this civilized world has little chance of survival.

But I think it is time for the parents of Sam and Sally to become better informed about this "soft job" that teachers have. If the public could get even a partial picture of all that teaching entails, perhaps there would be more respect for a group of workers who give so much of themselves and get so few

ALICE B. HENNINGS

Reprinted from *The School Executive*

laurels in return. Incidentally, in this group of workers I do not include educational administrators; I speak only for the ordinary classroom teacher.

Some years ago—during what is really a ten weeks' lay-off, although it is jeeringly referred to as "the teachers' long summer vacation"—I worked in an office as statistical typist for two successive summers. Things which I experienced and observed in that world of business and industry convinced me that if teaching is a soft job, there are plenty of jobs much softer.

Unaccustomed Luxury

First of all, I was amazed at the quality and abundance of working materials and office appointments in this world of different endeavour. I was unaccustomed to such convenience—nay, luxury!—in my everyday working world. Mine was the experience of the poor cousin, wide-eyed and speechless at the affluence of a temporarily benevolent relative.

Supply cabinets, filing cabinets, mimeograph machines, typewriters—all provided a convenience which the regular office worker accepted casually. Office and stationery supplies were granted unstintingly, and securing these supplies was not the major project that it is in school.

But--"

Said the editor to the author: "How can our readers improve the teacher's lot?"

Said the author to the editor: "From the negative, the positive can be deduced."

Said the reader to himself: " "

Amid such a wealth of material, I thought wistfully of my fruitless effort to secure ink eradicator for my personal use and pens for my pupils' use; to maintain an ancient mimeograph machine in our English department; to obtain sufficient cabinet space for my teaching materials.

A Humble Petitioner

I remembered, too, how at the beginning of a certain semester I had spent my "free" period outside the office of the vice-principal, sitting in the lineup of "bad" students, waiting for a chance to convince him of my need for a new classbook. I succeeded on this occasion. The next year, however, when the same need arose, I bought myself a supply of classbooks rather than become a humble petitioner again.

Sitting now in this very different office on a July morning, I rocked back in a comfortable, cushioned swivel chair, breathing deeply, delighting in the privilege of an uninterrupted pause, thrilling to the sight of big, smooth, shiny desks, on which were double-decked trays of letters and invoices to be typed.

When I returned to school that fall, I bought myself a modest wooden tray that is still in service on the small, shabby, splintered desk which I share with another teacher. Pens for my pupils and ink eradicator for my clerical blunders, I also purchased.

Teacher or Clerk

A teacher's frequent use of ink eradicator is something about which the layman should know. Nowadays teachers do so much clerical work that teaching is

sometimes an incidental thing. They do their clerical work under pressure, at great inconvenience, and amid many distractions.

"This job must be done completely and accurately in two days," they are told at a faculty meeting. At the time they are already bogged down with all that is involved in the impending issuing of report cards. "We can't give you any more time because we need your part of the job in order to proceed with ours. Please don't come and ask for more time on this job; it's to be done in two days. And for Goodness' sake, be accurate! You have no idea how much work you cause us when you make errors."

Now the impossibility of the situation is that during these two days the teacher is expected to perform all her regular duties; that is, teach five classes (approximately 135 pupils), supervise a study hall (anywhere from 30 to 70 pupils), police halls and cafeteria, execute the duties involved in home room procedure, and coach any extra-curricular activity which she may sponsor.

For all clerical jobs—and she goes from one to another—and for organizing her lessons and marking papers, she is given one period a day free from teaching and supervising pupils. Since even the administration recognizes that "free" period is a misnomer, it is called her "preparation" period.

Now where to do this work is a problem: she has not many choices. Since all classrooms are in use, she must work in the smoke-filled teachers' room. This room is nothing more than a bare, ugly,

noisy barn, off which leads the washroom. Or she may work in the student-filled library, where there is every probability of countless interruptions.

Not the library! she decides. Carrying her large notebook, one or two textbooks from which she will later teach, a set of 35 schedule cards on which she intends to work during this "free" time, office records for her 35 home room pupils, ink eradicator and her purse, she enters the teachers' room, where she finds a place at the long narrow table. She may not spread out too much, for she must consider the convenience of others.

Before settling down to the job, she again reads the mimeographed instructions on procedure. She is apprehensive about the accuracy of her clerical work; she has been trained to teach. Clerical work to her is as arduous as teaching would be to the office worker. Finally, she starts, telling herself she should accomplish much in the 35 minutes now left to her. Ten minutes pass when, like Macbeth, she is disturbed by the sound of knocking. She sees a youthful shadow on the opaque glass door.

"Yes, Joe?" she queries, the doorknob in her hand.

"I'm here for the make-up test you said I could take. I was absent when you gave the test in class." The student's expression indicates the martyrdom he feels on such an occasion.

"Oh-h! Fine! Report to the library, will you? I'll be there in a few minutes." She returns to pack up her working materials and then spends the next 20 minutes giving a make-up test to Joe, an overaged student, who, a few days later, decides to leave school.

When is she to do this clerical work? She may not do it after school, for the office records are not available after 3:30; besides, she is coaching a play after school. Her superiors know very well when she will do this work, but they wink at the fact.

Since they can offer no desirable solution, they close their eyes to the reality of her problem. Actually, it is not just her problem. It is their problem; it is

the problem of the Board of Education; it is the problem of the community.

The clerical work must be done. Consequently, she gives her pupils something which will keep them busy and then frantically does the job at her desk, hoping no higher authority will choose this time to observe her teaching. Such an event does not happen, though, for it would be against the rules of the winking game.

Her pupils grow restless. With the insight of youth, they sense the situation and resent their teacher's concern with paper work instead of with them. They want her attention. She's there to teach them, isn't she? So one by one, they go up to her desk to ask pointless, but legitimate questions. The teacher smiles a Cheshire-cat smile, answers questions patiently, works inaccurately, and uses ink eradicator frequently.

"Teachers are the worst clerical workers in the world," says the administrator, who himself was a teacher not too long ago. (His classroom experience is a point which he emphasizes or de-emphasizes—whichever is to his advantage at the moment.) Given a sufficient and uninterrupted period of time and a proper environment in which to do the clerical work, a teacher can easily disprove this statement. But after all, the premise is that a teacher is employed to teach, is it not? Pathetic fallacy, I agree.

Office Hours

The layman should also know that a teacher has an entirely different attitude toward her job from that of the office worker. Because she does, she often checks in at the same time as the janitor. In order to prepare for an efficient day, she can do countless things in the early morning hour before the arrival of her pupils.

And so, a slave to habit, I arrived early in the office on the second day of my summer job to finish some typing that had been assigned to me the previous day. I had been typing almost a half-hour when my fellow-workers began to arrive at their desks a few minutes

before nine o'clock. Not one began to type until the minute of nine.

Later in the day my supervisor tactfully hinted to me that I would get on better with my colleagues if I didn't appear too zealous about my work. Still later when my fellow-workers and I grew better acquainted, they described to me their amazement at finding me on the job so early that summer morning. The school janitor and I and many other teachers, however, are still checking in at the same time.

Then, too, in an office—and the routine is the same in a factory, I am told—one is entitled to a "break" in the morning and in the afternoon. In my summer job I didn't start work until the minute of nine; I took a "break" at 10:30. I paused at 11:45 to wash up for lunch. I dared not resume typing until the stroke of one. I took a "break" at 3:00 and stopped at 4:45 to prepare for departure at five. And when I arrived home, I had the joy of a free evening.

How different is the teacher's routine! I check in about 7:30 a.m. I am on the job constantly—teaching, policing, or doing clerical work. My lunch period is 45 minutes in length, but few teachers devote this full time to eating and relaxing. We eat hurriedly and then run off to keep an appointment with a pupil who may need special help, or to finish a clerical job, or to prepare for our next class, or to take care of some special duty if we are in charge of school attendance or employment or assemblies.

The Bell Doth Toll

Throughout the day our activities are regulated by bells. A good teacher keeps her lesson going until the bell rings. She has three minutes to gather all her teaching materials, which she carries with her all day long (few teachers do all their teaching in the one classroom), to proceed with dignity through crowded halls—she must take care of any traffic snarls en route—to ascend or descend two, or sometimes four, flights of stairs, to arrive at the place of her next teaching assignment, to lay her burden of

materials on the desk, to return to the hall in order to speed loitering pupils on their way.

When the bell rings, still somewhat breathless from the exertion of her recent journey, she re-enters the classroom to face some thirty-five youngsters who demand immediate attention. A good teacher begins her lesson promptly.

Our day does not end at three o'clock, a quitting time the layman usually associates with teachers. Rarely do I—and many other teachers like me—leave the school building before four o'clock, and often I have stayed after that time. We are detained by faculty meetings, department meetings, committee meetings; by conferences with pupils, by extra-curricular activities; by work which cannot be taken home.

It would be too difficult, for instance, to transport some 50 or 60 notebooks; therefore such checking must be done after school hours. At this time we also do that clerical work which can be done without the use of office records.

Janitors fret when teachers stay later than four o'clock. When I coached our senior show not so long ago, one of my biggest worries was pacifying the janitor, who had to remain in the building until five o'clock because of my rehearsals.

Evenings Free

A teacher's free evenings are not many. If she is conscientious, she works on her preparations for the next day and checks student papers. Checking compositions is an endless task. If she is taking an extension course, as many are, she, like Chaucer's Oxford Scholar, is not only a teacher, but also a learner, and as such must do her homework.

Toward the end of the week, another evening task is writing the record of what she intends to teach in each of her five classes during the week to come. This record must be submitted on Friday so that, if she is absent any day during the following week, substitute may continue the regular class work.

Then there are evening activities

(Continued on Page 30)

Six Characteristics of a Good School Board Member

RICHARD E. BARNHART

Reprinted from *The Nation's Schools*

WHAT kind of a person should a school board member be? What competencies and skills should a board member have? How may a board member most effectively serve a board?

These are questions which a research team at Indiana University has attempted to answer during the last two years. I was privileged to make the initial study which was designed to establish the qualifications for effective board membership.

In the past, qualifications for successful board members have been expressed in such general terms as "honest," "public spirited," "unselfish" and so forth. Actually, such terms could be applied to a person in almost any job without throwing light upon the actual qualifications needed for the position. A more definitive list of qualifications for board members was needed.

The study made use of a research technique that utilized actual behavioural descriptions of school board members on the job. Superintendents and board members in twelve midwestern states were asked to supply from their experience incidents in which individual board members had been outstandingly effective or ineffective. These incidents were analyzed to determine what behaviour traits were characteristic of both effective and ineffective board members. It was found that the specific acts of board members producing effective or ineffective results could be grouped into six areas of capability.

Within these areas certain requirements are grouped. These requirements are taken from the behaviour reported in the incidents. Each requirement illustrates behaviour that marked the difference between success or failure in a

significant number of instances. The six areas of capability and the requirements in each are—

1. **The effective board member accepts the principle of board unity and subordinates self-interest.** He accepts the policy making function of the board. He accepts majority decisions and identifies himself with board policy. He refuses to speak or act independently of the board.

2. **The effective board member provides initiative, informed leadership, and insight in planning and policy making.** He suspends his judgments until all facts are known. He is able to identify problems and propose workable solutions. He is willing to devote extra time to board duties, and he will enthusiastically accept the ideas of others.

3. **The effective board member understands and respects the executive function of the professional administrator.** He supports the executive officer in his authorized functions and encourages teamwork between the executive and the board. He recognizes problems and conditions that are of executive concern and refrains from attempting to function in the area of policy execution.

4. **The effective board member displays skill in establishing and maintaining successful relations with the staff and community groups.** He has a firm belief in the democratic process. He is an effective public speaker. He deals tactfully and sympathetically with teacher groups and committees. He maintains a mature social bearing. He assists in interpreting board policy to community groups, and his knowledge of group reactions enables him to aid materially the professional administrator in his public relation activities.

5. **The effective board member has the**

ability to carry on successful personal relationships. He displays tact and firmness in dealing with patrons and teachers. He adapts to his fellow board members and fosters harmonious relationships. He is completely fair and ethical in all personal dealings.

6. The effective board member acts courageously for the good of the schools in spite of outside pressures and influences. He is able to weather criticism through firmness in conviction. He is able and willing to take sides in controversies and keeps uppermost the welfare of the children. He willingly shares in the responsibility for board decisions even though such decisions may not be universally popular.

These findings support many established theories and beliefs about board member behaviour. Attention is directed,

by the behaviour of board members in meetings and conferences with individual teachers and with teacher committees.

The results of the study characterize the effective board member as a person of many abilities, competencies and understandings. It is not enough that a member master only those skills necessary for successful participation in the actual board meeting. His influence is felt throughout the community. In reality he becomes, upon appointment to the board, an educational leader and spokesman whose impact upon the educational life of the community is comparable to that of the professional educator. Those charged with the selection or appointment of board members should consider this broader function in evaluating candidates.

Another phase of the study dealt with

Dr. Barnhart, who is Director of Administrative Services, Public Schools, Terre Haute, Ind., worked as a research assistant to Maurice Stapley, coordinator for the program on school board functions and relationships, Midwest Administration Centre of the Cooperative Program in Educational Administration. The study reported in this article was the first piece of research in the school board program.

however, to some areas of competency hitherto not considered too important. The emphasis upon public speaking ability is an example. The rôle of a board member in effectively interpreting board policy to community groups places the board member in a function not stressed previously. A large percentage of the incidents provided illustrated the importance of the board member as an articulate spokesmen for the school program in the community.

Another important ability that must be displayed by the effective board member is in the area of staff relationships. Increasingly, boards of education are moving into more direct contact with staff groups and committees. Both superintendents and board members who reported incidents emphasized the importance of effective behaviour in this area. Staff morale is vitally influenced

the relation of certain personal data to effectiveness or ineffectiveness of board members. Those who supplied incidents were asked to give information about the individual whose behaviour was described. This information included age, sex, occupation, level of educational attainment, parental status, and length of service on the board. From these data it was concluded that the effective board member is most likely to be a person less than sixty years old, well educated, a professional or business man, and the parent of children in school. There was no evidence that women are more or less effective than men. Experience as a board member increases effectiveness.

These results are quite interesting in light of past beliefs about board member qualifications, but these personal factors should by no means be considered the

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Ethical Standards

THE president of the Canadian Teachers' Federation recently stated that "a growing number of instances have been reported in which teacher-teacher, teacher-association, and teacher-principal provisions of the (BCTF) code have been 'infringed upon' in one way or another."¹ Undoubtedly, this state of affairs is not confined to British Columbia. While there may be few cases in which violations of provisions of codes are so glaring as to come to the attention of provincial organizations, there are undoubtedly numerous examples of discourteous and unprofessional conduct that never reach official notice. Any teacher² can bring to mind a number of breaches of professional etiquette. There is nothing new in this situation, but surely something can be done to improve professional practice.

Use of General Principles in Codes

Most codes consist simply of general principles of professional conduct, and individuals use their own sense of right and wrong in applying these principles in specific situations. However, such codes presuppose perfect human beings, and teachers are no more perfect than the people with whom they deal. With few exceptions, teachers do not act unprofessionally by design. Some teachers are young and inexperienced and even the best may have occasional lapses from professional good conduct; but most teachers either do not understand existing codes or are often unaware that a situation involves professional behaviour. Incorrect decisions are made in the absence of explicit standards of professional conduct. Hence, the necessity for a detailed statement of acts deserving censure as breaches of professional etiquette or approbation as incidents of good form.

However, very few codes meet this specification.

The Test of a Good Code

A survey of the codes of ethics of teachers organizations both in Canada and elsewhere reveals that they were generally poured in the same mold. Some may be more highly polished and finished than others but the basic form is the same. Any "new" code that is brought forth is essentially the same as the previous one and, in fact, so much so that it is difficult to recognize as being different.

More important than the form or source of a code is its usefulness. A code should provide individual teachers, teachers organizations, and, in fact, everyone actively concerned with education, with an acceptable standard of conduct when a question of professional practice arises. The test of a code of ethics is its ability to answer the troublesome questions encountered by those who use it. How many of our present codes would meet this test? Apparently, the revised Code of Ethics of the National Education Association adopted in 1952 does not.²

Limitations in Existing Codes

The National Education Association Committee on Professional Ethics has published an article in response to a number of requests for opinions as to what ethical standards govern the prac-

* The term "teacher" as used in this report generally includes all persons in education, whether serving in teaching, administrative, or supervisory capacities. When used specifically, as in "teacher-principal relationships," it has its usual connotation.

¹ Prior, L. John. "What About Your Code of Ethics?" *The B.C. Teacher*, 32, January, 1953, p. 174.

² A great many of the state codes are patterned after previous editions of the NEA Code.

For Teachers

tice of a teacher tutoring students in his school system for compensation.³ The NEA Code states:

The teacher will accept no remuneration for tutoring except in accordance with approved policies of the governing board.⁴

Is it any wonder that the committee has had numerous requests for clarification on this one item? After a lengthy discussion the committee finally formulates four statements of opinion which do much to clarify the situation.

1. Any tutoring arrangement between a teacher and a student should be approved by an appropriate school authority.

J. D. AYERS
Research Director
Canadian Teachers' Federation

2. A teacher, before entering into a tutoring arrangement with a student in another class, should consult with the student's teacher.
3. A teacher should not engage in tutoring where it will interfere with his effectiveness as a teacher.
4. Any tutoring arrangement should conform with Specification 10 of the Fourth Principle of the code, which provides that a teacher will engage in no employment which affects adversely his professional status or impairs his standing with students, associates, and the community.⁵

It might be mentioned that this article is the sixth in a series devoted to explaining and elaborating in some detail various sections of the NEA Code of Ethics.

Since present codes of ethics are apparently proving inadequate, it might be appropriate to study critically a few sections of a typical code.

1. The teacher should be courteous, just and professional in all relationships.
2. A teacher regards as confidential, and does not divulge other than through official channels, any information of a personal or domestic nature, concerning either pupils or home, obtained in the course of his professional duties.
3. The teacher should strive to improve his educational practice through in-service training and travel.
4. Unfavourable criticism of associates should be avoided except when made to proper officials and then only in confidence and after the associate in question has been informed of the nature of the criticism.⁶

Now that you have read these four sections, what do they mean to you? Would it be in the least presumptuous to suggest that statement 1 above is so general that it is difficult to determine its meaning? What is courteous, just, and professional behaviour specifically? What is discourteous, unjust, and unprofessional behaviour?

Statement 2 is more specific and indicates how a teacher should act. However, there must be many types of information that should not be passed on, even through official channels. Incidentally, what are official channels?

Does statement 3 have anything to do

3 Committee on Professional Ethics, "Teacher Tutoring," *NEA Journal*, 42, May, 1953, p. 300.

4 *Ibid.* p. 300.

5 *Ibid.* p. 300.

6 Canadian Teachers' Federation, *Historical Notes, Objects, National Policy and Code of Ethics*. The Federation, Ottawa, 1951, p. 10.

with professional conduct? If so, in what ways do training and travel affect professional practice?

Statement 4 again comes close to being specific enough to be clearly understood but what about some illustrations of unfavourable criticism so that a teacher would know when he is being unprofessional? Who are these proper officials—school board members?

It should now be clear that present codes do not generally provide the guidance that teachers require. There is one code that goes a long way towards meeting the general criticisms cited above, and it is the Code of Professional Etiquette of the Educational Institute of Scotland, a small portion of which is quoted.

In his or her relations with pupils, the teacher is under obligation to make their well-being the primary concern.

It is a breach of professional etiquette:

1. to speak or act towards a pupil in a harsh or disrespectful manner,
2. to punish for ignorance or for any offense not involving moral default,
3. to punish in irregular ways or in excess,
4. to overwork the pupil, e.g., by prescribing too much home work,
5. to give information of a confidential kind concerning pupils, except to parents, employers, and others legitimately entitled to it.'

In the prelude to this code it states that these specific statements of breaches of professional etiquette "are specified not because teachers in general are guilty of them, but because the great majority of teachers wish to see their own conceptions of professional rectitude generally observed, and believe that in most cases all that is required to effect this is an express condemnation of unworthy practices."⁷

It is the author's belief that the Scottish code is a step in the right direction. It provides a number of specific examples of unprofessional behaviour with each principle, but does not go far enough in illustrating with actual incidents. Moreover, all of the illustrations

are negative in nature. Would it not be better to use some incidents in which teachers made correct decisions as well as incorrect. Finally, some areas of professional practice have been entirely neglected.

The Development of Present Codes

Let us return now to a further examination of existing codes. If we could find why present codes have proved inadequate, it might be easier to suggest a remedy. Would it be unjust to propose that our provincial codes of ethics were not initially based on teacher needs—as some would agree they should have been—but rather on an organization's desire to improve or enforce professional behaviour as it is related to terms in the school act. Later, or at the same time, nebulous principles of professional good form were added. All this was done by committees of experts, and the resulting "code" printed and distributed.

It would appear that there are two fundamental errors in this development. First, a code should be based on teacher needs; and second, it should be developed from teacher behaviour if it is to be accepted by teachers. Printing and distributing a code does not ensure acceptance of its provisions nor full understanding of its terms.

A Proposal

Because the needs of teachers are different from those of a professional organization, it would appear that two "codes" are required. One code, that of the teachers' organization, would be a code in the real sense of the word. It would be based primarily on elements of individual provincial school and/or professional acts and be limited to statements of behaviour that can be enforced under these acts or by the general will of the teaching body. This would mean that there would be one code for each

⁷ World Organization of the Teaching Profession. *Proceedings of the Fifth Delegate Assembly*. Valletta, Malta, July 20-26, 1951. The Organization, 1201 Sixteenth Street, N.W., Washington, D.C., p. 63.
⁸ *Ibid.* p. 63.

province, similar to those now in existence, but more limited in content and more specific in context and penalties.

The other "code" would be a set of ethical standards of professional conduct based on teacher needs and arising out of their experiences. These standards in the form of principles would be illustrated with actual specific incidents of behaviour obtained from teachers in all parts of Canada, and, therefore, would be applicable in all provinces.

Method of Developing a Set of Ethical Standards

Having criticized existing codes and proposed in very general terms a way to improve them, it becomes necessary to outline a feasible plan of action. One such plan might be the following.

1. Leave present provincial codes of ethics until a universal set of standards has been developed and accepted. Then, the provincial codes could be revised where necessary.
2. Set up a committee whose working members should probably live in close proximity to each other. Although all members of an organization have a part to play in the development of a code, leadership should be provided through a committee on professional ethics to give consistent attention to problems in ethical standards. Such a committee should not only describe and publicize the code but should continue to function after the job of formulating the ethical standards has been completed, for the standards must measure up to the needs and expectations of the teachers in actual practice. Moreover, at frequent intervals these preliminary standards must be appraised in the light of experience and provisions found wanting, altered, and significant areas inadvertently omitted, included.
3. Define ethics. For example, ethics should not be thought of in any narrow sense. They should be defined broadly to include those decisions in which a teacher's professional

behaviour might influence, in a significant way, the welfare of others. In the past, codes of ethics have mainly dealt with those issues that are clearly matters of morals or ethics. It is believed that ethics should be extended to cover all matters of professional practice and courtesy.

4. Formulate a hypothesis such as the following. A set of ethical standards of professional behaviour should be based on teacher needs and the principles of professional conduct developed from and illustrated by actual incidents of good, bad, and indifferent behaviour.
5. The committee should then set up some basic assumptions from which to work. Such a set of assumptions might be those listed below.
 - (a) If teaching is a profession, then the ethics of that profession cannot be prescribed by a committee but must result from the individual value judgments made by teachers in the day by day practice of their profession.
 - (b) If teachers believe ethics are important, then they should be sufficiently concerned with the ethical obligations of their profession to make a contribution to a study of ethical standards.
 - (c) The set of ethical standards should be realistic, deal with problems confronted by the teacher, and if it is to encourage changes in behaviour it should provide statements which are feasible, understandable, and acceptable to the teacher.
 - (d) The process of drawing up a set of ethical standards and sharing in its development will be as influential in changing the ethical practices of teachers as the actual publication of the results of the study.
 - (e) The process of studying ethical standards must be a continuing one as many standards will re-

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The Exceptional Child

The Intellectual Deviate

EVERY teacher meets in her classes a certain number of exceptionally slow and exceptionally quick learning children. Fifty percent of children can be expected to do average work in the classroom. Twenty-five percent can be expected to have difficulty meeting this standard and another twenty-five percent may be expected to do better than average. About two to six percent of all children are considered to be mentally defective (I.Q. rating under 70 to 75) and about two to six percent may be considered very superior (I.Q. rating over 125 to 130), according to Terman. While the curriculum is of necessity geared to the larger group of average intelligence, it is often possible to provide individual modifications to meet the special needs of the exceptional child. "Educating all the children of all the people" is a real challenge to teachers.

The Mentally Retarded Child

The Mental Defectives Act of Alberta defines mental deficiency as "the arrested or incomplete development of the mind occurring before the age of eighteen, whether arising from inherent causes or induced by disease or injury." There are many types of mental deficiency and many causes, but there is no known cure at the present time. Mental deficiency is no respecter of the racial, cultural, intellectual or professional status of the parents. There are probably at least ten thousand mental defectives in Alberta. In making a diagnosis of mental deficiency many factors may be considered, such as developmental history, physical examination, environmental opportunities, practical abilities, as well as more formal intelligence tests

and academic achievement. Basing a diagnosis on one or two factors only may lead to unfortunate mistakes. Poor progress in school may be the result of many things besides lack of ability.

The lowest group of mental defectives is the idiot group, whose rate of mental development is less than one-quarter of normal and whose mental age at maturity is not more than three years. This type of child ordinarily does not appear in the classroom.

The imbecile group develops from one-quarter to one-half the normal rate and achieves a maximum mental age at maturity of from three to seven years. These children can be taught to care for their personal needs and to do simple skills. Ordinarily they do not benefit from school attendance and usually are not accepted in the opportunity classes. Particularly in smaller centres they often have a trial period in school and sometimes they may benefit from the social contacts provided there.

The moron or feeble-minded group develops between one-half and three-quarters of the normal rate, that is, the I.Q. rating is between 50 and 75. This gives them a maximum mental age at maturity between seven and twelve years and a maximum school achievement between grade one and grade five or six. This group is eligible for the opportunity classes in the school system. These children cannot keep up in the average class and when carried in the regular class require repetition of grades and a modified program with greater emphasis on manual and social skills. Pressing for achievement beyond their ability leads only to frustration and disturbed behaviour. The moron can in varying degrees be taught to care for

himself, to get along with other people, and to do routine jobs which may lead to remunerative employment.

Children with the same mental age on intelligence tests may show great differences in specific abilities and disabilities. This is especially true with children who have suffered brain injury. Brain injury may occur at birth or be caused later by disease or accident. Epileptic and cerebral palsied children suffer an organic disturbance in the brain whether they be of normal intelligence or subnormal. Specific disabilities may be related to the location of damaged tissue in the brain. For this reason there may be greater differences and apparent inconsistencies in the abilities and personality reactions of a brain damaged child. Except in extreme cases the diagnosis of

Health, are useful in diagnosing mental deficiency, in advising parents and teachers on management of the child, and in helping to plan for his future. The Provincial Training School at Red Deer, also operated under the Provincial Department of Health, provides institutional care and training for between four and five hundred mentally defective children. The majority of slow learning children do not require institutional care and remain in their own homes.

Special opportunity classes are provided by the school boards in Edmonton, Calgary, Lethbridge, Medicine Hat, and some other centres. In these classes the children receive as much academic work as they can master and are also taught manual and social skills. These classes receive special grants from the Depart-

**JEAN L. DIXON, Provincial Guidance Clinic, Edmonton, and
E. B. OOLEY, Principal, H. A. Gray School, Edmonton**

brain injury is dependent on a medical examination.

Teachers and parents can do a great deal to help the mentally defective child lead as normal a life as possible. Good physical health will enable him to use the ability which he has. He has the same emotional needs as the normal child for love, security, belonging, a sense of achievement, and if these are reasonably met, he is likely to be cooperative and happy. He has the same need for training, help, encouragement, but just like the normal child, achievement should not be demanded beyond the level of his ability. His limitations must be accepted by the adults around him, and he should not become the butt of teasing. The well trained, well loved defective child can be a credit and pride to teacher and parent alike.

The Provincial Guidance Clinics, operated under the Provincial Department of

ment of Education. Most slow-learning children are carried on modified school programs in the regular classrooms. Here special efforts must be made not to exert excessive pressure for academic achievement and to give praise for the things the child can do. He may need to join his own age group for physical activities, and a younger age for reading and arithmetic.

The Associations for Rehabilitation of Retarded Children, which have been organized in Calgary and Edmonton recently, hope to obtain classes for children whose mental ages are less than one-half of their chronological ages, and who are therefore not accepted in the regular school systems.

Several suggestions have been considered for improving services for the mentally defective child — from more special classes and institutional facilities for children, to correspondence courses

and study groups for parents. There is a need for occupational training and supervised work placement of older mental defectives. There are three excellent pamphlets available to teachers and parents which deal with the child who is functioning on a preschool level, be he normal or retarded—*The Backward Child* and *Up the Years from One to Six* available from the Health Education Branch, Department of Health, and *Play for Preschoolers* available from Health and Recreation Branch, Department of Education. Most important to remember is that the child's interests and abilities will correspond to his mental age level rather than to his chronological age. When he is taught and loved on his own level it is gratifying how much he can learn.

The Borderline to Dull Normal Child

About one-fifth of our school children are of borderline to dull normal ability. They are not mentally defective, but it is only with great difficulty that they can complete one grade per year. They usually drop out of school when they reach the age of fifteen. Except for opportunity classes which include children of low borderline ability, there are usually no special provisions for this group of children. Too often they are made to feel "dumb" and are placed under excessive pressure for achievement without being given the additional help which they need. They may dislike school and not learn up to their ability and they may become behaviour problems.

Children of borderline to dull normal ability may be identified by valid intelligence tests. Unfortunately on group tests many children of normal ability who have academic disabilities or emotional disturbances may falsely rate in this group as well.

It is wise for these slower maturing children to delay school entrance for an additional year unless the school is able to accept them the first year for purposes of socialization rather than academic achievement. Some repetition of

grades may be necessary but the child should not stay in one grade more than two years. Where possible he should receive additional help to acquire the basic skills in reading and number work. If he does not acquire these he will become more hopelessly behind as each year goes by and may not achieve even up to his capacity. Excessive pressure should be avoided. Special efforts should be made to help him feel accepted and worthwhile, so that he will be motivated to do his best, and will be able to get along well with other people. As he advances in school and approaches his peak academic achievement, greater emphasis should be placed on practical skills.

The Mentally Gifted Child

In our system of universal public education the gifted child is often ignored. The usual classroom instruction does not challenge him nor does he receive the special attention that is given the handicapped child. He frequently works below his capacity in school and may feel frustrated, resentful, unchallenged, and he may develop ship-shod methods of study. Society loses in terms of potential leadership if he is not given the opportunity to develop his abilities fully.

The gifted child may be identified by intelligence tests and by superior school achievement. He usually has a wide variety of interests and a superior fund of general information. He is quicker to see relationships. Gifted children are variously defined as having I.Q. ratings on valid tests of at least 120 to 140. Terman's studies show that thirteen percent of our school population has an I.Q. rating of 120 or higher.

There is little agreement among educational authorities on how best to provide for the gifted child. The procedures which receive most support are (1) acceleration, (2) enrichment, and (3) homogeneous grouping or segregation.

Acceleration or skipping grades may be used to place the child in his proper mental age group, so that his academic program is challenging to him. However,

it may remove him from his own social and physical age group and thus create problems in social adjustment. Emotional disturbances will make learning more difficult and interfere with his ability to get along with other people. Acceleration may result in gaps in his knowledge and basic skills unless it is carefully planned. Most authorities believe that acceleration should be limited to not more than two grades in nine years.

The enriched program receives favour in many areas, including Alberta. The child proceeds at the normal rate through the grades, remaining with his own age group, but the regular curriculum is enriched, made more challenging by means of additional activities. Here there is scope for creativeness, experimentation, investigation, advanced reading—for a general broadening of the concepts introduced. It does not mean "more of the same" nor does it mean the introduction of concepts from the higher grades. Many educators favour a combination of enrichment and limited acceleration for the gifted child.

Children may be grouped within one grade according to level of ability, or, in larger centres, there may be special classes for children of superior intelligence. Advantages of the special class are (1) the child is permitted to work to the level of his superior ability, (2) the child does not develop habits of carelessness and slothfulness, (3) the class provides the opportunity to adapt instruction to the needs of the child, (4) the child can proceed normally through the grades and still have a worthwhile program of study, (5) it prevents social maladjustment, (6) it forces the child to exert himself if he is to make good with the group, (7) the child receives definite training for leadership in specific areas, and (8) it permits the use of materials and methods adapted to the superior ability of the children.

Objections to the special class are that it is an artificial grouping in which pupils become conceited, it is undemocratic and creates an intellectual aristocracy,

the average child becomes jealous, the gifted overwork, fewer leaders are developed, the average lose educationally, implements of selection are inadequate, and the cost is prohibitive. Superior children need the experience of working and playing with those of average ability.

The New York schools have instituted a system of "honour" classes in some of their high schools. The student may enter these classes for one subject or for several, depending on his qualifications. Provision is made for specially trained teachers and special curricula.

The teacher in deciding how to provide for the gifted children in his own school should keep certain principles in mind. All children should be given equal opportunity to develop to the best of their ability, be they retarded, average, or superior. The gifted child should not be allowed to become conceited but should learn to accept added responsibilities. The child should not be misplaced socially and physically. Enrichment should be worthwhile, not additional mundane tasks. Bad social habits should be avoided. The all-round development of the child is important. Each gifted child should be studied individually.

What can be done for the gifted children in Alberta schools today? The individual teacher provides for the gifted child in her class according to the time, facilities and understanding at her disposal. Many feel that a bulletin should be made available to the teacher giving practical suggestions for the identification of the gifted children, and for curriculum and instructional procedures. It is thought that the activity program in Alberta offers much scope for enriching the studies of gifted children. In larger centres experimentation in a system of honour classes or special classes on a high school level seems desirable. They might be tried first in basic grade ten subjects, and selection of studies based on performance on grade nine departmental examinations, on interests and

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Know Your Contractual Obligations

Contracts

"Subject to the provisions of the following subsections, a teacher shall be deemed to have entered into a contract of employment with a board after the making of an offer of employment to the teacher by the chairman or secretary followed by an acceptance of the offer by the teacher on or before the eighth day following the date of the offer." —Section 331(1), *The School Act*, 1952.

For the purposes of Section 331 an offer and acceptance shall be in writing and may be sent by registered mail or by telegraph, or delivered by hand or ordinary mail.

A board may authorize by a resolution the superintendent of schools to offer employment to teachers.

No written contract is required apart from the offer, acceptance, and confirmation, except in the case of temporary teachers.

Termination of a Contract

Sections 336 to 341 of *The School Act*, 1952 deal with termination of teachers' contracts. Specifically it is provided that —no teacher may give a notice to terminate a contract under which he has not rendered service until he obtains the consent of the Minister of Education;

—a notice to terminate a contract effective in the month of August shall be given by the teacher on or before the preceding fifteenth day of July;

—a notice to terminate a contract effective in the month of July shall be given to the teacher by the board on or before the preceding fifteenth day of June.

Notice of termination may be given

either by delivering it to the person to whom it is addressed, or by sending it in a duly addressed and prepaid envelope by registered mail, and in the latter case the notice shall be deemed to have been given upon the day on which it is mailed.

Disputes

A teacher or a board may request that a dispute or disagreement, arising with respect to the termination of a contract, be referred by the Minister to a Board of Reference, except that no such request may be made in any case where the contract has been terminated with the approval of the Minister in writing.

Application to the Minister shall be sent by registered mail not later than the thirtieth day of June in any year; and within twenty days of the receipt by the applicant of the notice of termination; or within twenty days of the date on which the dispute or disagreement arises, if no notice has been received.

The applicant is required to pay to the Minister a fee of twenty-five dollars, which may be returned or otherwise disposed of on the recommendation of the Board of Reference.

Transfers

A board must give a teacher seven days' notice in writing of proposed transfer.

A teacher, within seven days after receiving notice of transfer may request, in writing, an opportunity to be heard before the board.

The proposed transfer shall not become effective, if a hearing has been

Editor's Note—Teachers who dispute a termination of contract should contact Head Office of the Alberta Teachers' Association for advice as soon as possible after receiving notice of termination.

requested, until the teacher has been heard before the board or a committee thereof.

Termination of Designation as Principal, Vice-Principal, or Assistant Principal

If a teacher is designated to be principal, vice-principal, or assistant principal the designation shall remain in effect until terminated.

A board may terminate the designation by resolution and by giving at least thirty days' notice in writing to the designee.

The designee may terminate his designation by giving at least thirty days' notice in writing to the board.

No notice shall be given effective in any month other than July without the Minister's consent.

A notice effective in July must be

given on or before the preceding fifteenth day of June.

If a teacher has received a notice of termination of designation effective in July he may, within seven days after receiving the notice, request, in writing, a hearing before the board.

If a hearing is requested, the board, within fourteen days after receiving the request, must provide an opportunity for the teacher to appear before the board or a committee thereof to hear the reasons for the withdrawal of the designation and to reply thereto.

If the teacher is dissatisfied with the reasons given, and the board does not withdraw its notice, he may appeal, within seven days, to the Minister who shall cause an investigation to be made and who may in his discretion confirm or disallow the termination of the designation.

Retiring Teachers

The Board of Administrators, Teachers' Retirement Fund, wishes to remind all retiring teachers that pensions do not start automatically and that it is necessary for them to make application. All teachers, who plan to retire as at June 30, 1954, are urged to contact the Board as soon as possible so that the granting of their pension, will not be delayed. Formal application for pension must be filed in the office before September 1, 1954 (see 9 [f]). Address all letters to Barnett House, 9929 - 103 Street, Edmonton, Alberta.

**Eric C. Ansley,
Secretary,
Board of Administrators.**

By-law No. 1 of 1948

9. (a) Any teacher who retires from teaching service upon or after attaining the age of sixty years, and who has completed not less than fifteen years of pensionable service, shall be paid a normal pension out of the Fund upon his written application to the Board.
- (f) Unless otherwise ordered by the Board, a pension shall commence on the first day of the month next following the receipt by the Board of the application unless salary as a teacher is then currently accruing to the applicant in which case it shall commence on the first day of the month next following cessation thereof; and shall accrue and be paid monthly in equal installments on the last day of each month.

Ethical Standards For Teachers

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quire redefinition as practice warrants such changes.

(f) Ethical standards should be studied as objectively as possible.

6. Elicit from teachers incidents of professional behaviour that illustrate not only breaches of good form but also bad and indifferent conduct. The incidents described by the teachers should include the value judgment or outcome.

7. Collect, collate, and classify the incidents. Type each incident on a card and classify in categories similar to those outlined in the attached appendix.⁹

8. Formulate the ethical principles involved in each class of incidents, and illustrate with some of the more appropriate or typical ones.

9. Plan order of sections, develop layout, and possibly index the principles.

10. Mimeograph a preliminary trial edition for limited distribution. Endeavour to ascertain limitations, omissions, and necessary revisions before producing the final report.

Conclusion

A handbook describing ethical standards of behaviour should improve teaching through indicating good practices in teacher-pupil relationships; improve supervision through an explanation of standards of behaviour in teacher-supervisor relations; improve professional relationships through descriptions of good teacher-teacher and teacher-other profession relations; and improve the status of the profession in the community by indicating ethical standards in teacher-parent and teacher-public relationships. Further, the handbook should be an invaluable aid to the beginning teacher in describing good and bad practices and the general principles of behaviour involved in ethical standards of teachers.

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APPENDIX

Suggested Outline of Areas to be Included in Ethical Standards of Teachers

The following is a tentative and incomplete list of areas in which incidents of professional and unprofessional behaviour would be solicited from all teachers.

1. Ethical Standards in Teaching

- (a) The teacher's general responsibilities to his pupils
- (b) The teacher's responsibility to the maladjusted child
- (c) The teacher's responsibility in maintenance of standards
- (d) Procedures in interviewing and in handling cumulative records
- (e) Malpractice in discipline and classroom order
- (f) Malpractice in testing, guidance, and other services
- (g) Fees for teaching out-of-school

2. Ethical Standards in Relationships with Parents and Public

- (a) General obligations to parents
- (b) General obligations to public

⁹ The actual categories finally used should result from the classification process. However, in order to elicit incidents, the committee should foresee in a general way the areas of behaviour that should be covered.



Official Bulletin, Department of Education

No. 162

Teacher Certification

The Revised Regulations Governing the Certification of Teachers has now been approved by Order-in-Council No. 728/54. These Regulations are now in

effect and any teacher who desires to secure a copy may do so by directing his request to the office of the Registrar of the Department of Education.

- (c) Representing teaching to the public
- (d) Maintaining standards of training and competence

3. Ethical Standards in Supervision and Administration

- (a) The teacher's responsibility to his principal
- (b) The principal's responsibility to his staff
- (c) The teacher's responsibility to other supervisors
- (d) The teacher's responsibility in extra-curricular activities
- (e) The administrator's responsibilities

4. Ethical Standards in Relationships with School Boards

- (a) General obligations and responsibilities to school boards
- (b) General obligations and responsibilities of school boards
- (c) The legal aspects of teaching

5. Ethical Standards in Professional Relationships

- (a) Relations with fellow teachers
- (b) Relations with teachers organizations
- (c) Interprofessional relationships with school nurses, doctors, public health nurses, social workers, and psychologists

6. Ethical Standards in Research and Writing

- (a) The teacher's responsibility in planning and conducting research
- (b) Responsibility in reporting research results
- (c) Obligations of teacher to research subjects
- (d) Responsibility in writing and publishing
- (e) Obligations to others in writing
- (f) Crediting
- (g) Publishing and using tests.

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Ralph S. Ringdahl

High School Entrance Examinations Board

N. Poohkay

High School and University Matriculation Examinations Board

H. G. Forgues

Alberta Advisory Committee on Educational Research

H. J. M. Ross
W. R. Eyres

Fall Conventions Memorandum

The Executive Council of the Alberta Teachers' Association, the Department of Education, and the Faculty of Education of the University of Alberta cooperate in the matter of fall conventions according to the following terms.

1. The Department of Education sends a representative to each convention.
2. The Faculty of Education of the University of Alberta sends a representative to each convention.
3. The Alberta Teachers' Association supplies a guest speaker for each convention. These speakers are outstanding teachers in Canada, the United States, and Britain, in the fields of educational philosophy, psychology of children, psychology of school subjects, and administration and supervision.
4. The Alberta Teachers' Association prepares a time-table and makes all arrangements for the attendance of speakers at the conventions.
5. Convention committees provide time

for representatives of the Executive Council of the Association to speak to the teachers on Association business.

6. Convention committees make provision for meetings of locals, with Association business not exceeding one-half day.
7. The expenses of Alberta Teachers' Association speakers attending the convention are borne by the conventions and the Alberta Teachers' Association on approximately a fifty-fifty basis; the conventions are assessed on a per capita basis, the assessment being determined by the Executive Council of the Association.
8. Each convention committee should send a copy of its program to the Department of Education and to the General Secretary of the Alberta Teachers' Association, as soon as possible, and not later than two weeks before the convention.

Audio-Visual Aids Committee

Edwin McKenzie

Board of Teacher Education and Certification

Frank J. Edwards
J. L. Picard
Eric C. Ansley

Coordinating Committee

Frank J. Edwards
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Eric C. Ansley

Radio Committee

J. R. Hemphill

Teacher Recruitment Committee

Frank J. Edwards
Eric C. Ansley

Teaching Profession Appeal Board

M. E. LaZerte

"I Like Teaching, But—"

(Continued from Page 13)

which she must attend, nor can she relax at these functions. If she is coaching the activity, she is as tense as any director on the first night of a new play. If she is in the audience, she is responsible for the proper audience behaviour of any pupils sitting in her vicinity. Regardless of fatigue or tension, she must be gracious and smiling when she meets parents at these times, for she remembers the necessity of good public relations between the school and the community.

Comparisons

The office-worker knows no such evening responsibilities as I have described. Office-workers, moreover, do not live their jobs as teachers do. A layman would be convinced of this fact if he had the opportunity—as I did—of comparing the dialogue in the washroom of an office building with that in the teachers' room.

Sara and Marie, for instance, two girls who worked at desks near mine, spent every minute of their free time talking about Eddie.

"Did you see Eddie last night, Marie?" Sara asked, squirting liquid soap into her cupped hand.

Standing at a basin nearby, I couldn't help hearing their conversation; however, they had no wish to keep their romantic activities a secret.

Straining for a glamorous pose, Marie coolly blew the smoke from her nose and mouth, and rested her head against the screened window. "Yup!" she answered.

"So-o-o, what happened?" Sara could hardly contain her curiosity.

"So-o-o, I told him off! That's what happened!" Marie replied, biting her words.

"You **did**?" Sara was aching for the details.

I always wondered at Sara's keen interest because no new incident ever seemed to occur in Marie's romance. From what I heard daily in the washroom, Marie was always "telling Eddie

off," but nevertheless intended "to see Eddie" that night—"just to tell him off some more."

Around a basin at the other end of the room several office girls were discussing the scores they had achieved in bowling on the previous evening. Men, recreations, gossip, and fashions—these items were most often discussed by the girls during their "breaks" in the morning and afternoon. Never was work discussed. Work was something done at the desk; when you left the desk, the work stayed there. You didn't take it with you.

But in a teachers' room the conversation is very different. The reason for the difference, I think, is that the teacher takes her work with her, physically, mentally and spiritually. In the teachers' room, where can be heard sounds from the music room (the band is practising) and from the typewriting rooms, are working a number of teachers. Miss Toole, who is checking papers at the long narrow table, looks up to find Mrs. Storm making out report cards and smoking a cigarette.

"I wish I were up to that point," says Miss Toole. "I haven't even started my cards yet!"

"I was caught in a dreadful rush last time," answers Mrs. Storm, "and I vowed I wouldn't let it happen this time."

Miss Toole sighs as she checks a particular paper. "Have you ever had Sam Barnes in class?" she asks, worriedly. "I've been trying so hard to get him over the hurdle. His I.Q. is average and his reading index is not too low. I don't know why he's not doing better."

"It's so difficult to decide what grade to give sometimes, isn't it?" Mrs. Storm agrees, sympathetically. "I wish we didn't have to dole out grades to these youngsters. I've never had Barnes, but I've had plenty like him. Maybe he works after school. So many of them do," she adds as she continues writing on her cards. "If Sally Richards keeps up the good work" she says with a pleased nod at the particular card on which she's

writing, "she'll surely get a scholarship!"

Teachers are always concerned about pupils like Sam and Sally. After all, Sam Barnes is their problem, their responsibility—not book inventories, registers, papers, reports. Their job is to help Sam Barnes and the other hundred and some odd students whom each teacher instructs daily.

I Like Teaching, But—

When I left the office that summer, it was not to return to an easy job. I felt I was leaving an easy job in order to teach pupils like Sam Barnes. For despite the splintered desk and the audio-visual aids that never fail to break down when in use, despite the "red tape" and maddening delay involved in securing books, paper, and a few pencils, despite the crippling burden of clerical work, despite the ostrich-like administrators who bury their heads in paper work instead of coming to grips with some of the real problems in today's schools, despite the scornful attitude of the lay-

man who thinks the teacher is a public servant with too many idle moments, and despite the injustice of the low wage—despite it all, I like teaching.

Teaching is much more vital, more stimulating than office work. The teacher may need a morning and afternoon "break," but not because of the monotony of her routine. There is nothing dull or humdrum in teaching high school English to 130-odd pupils a day; in fact, there is no job more inspiring than teaching boys and girls.

Teachers know that they do much more than convey a knowledge of subject matter; they know the importance of their work. No true teacher could forsake Sam Barnes for an easier job, a job that would permit her to forget her responsibilities at five in the evening until nine the next morning.

I like teaching, and so do most other teachers, but I want the layman to know that teaching is not the "cinch" he sometimes thinks it is.



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June, 1954



Book Reviews

Cassel's German-English Dictionary

British Book Service (Canada) Limited, Toronto, \$1.25, 266 pp.

Contains phonetic key and appendix of German and English irregular verbs. The dictionary is a new enlarged edition for school use.

Peter The Sea Trout

M. Thistle, *The Ryerson Press, Toronto, \$2.75, 177 pp.*

A delightful free-reading book for Grades 5-8. It is the story of a sea trout from the time of spawning. Peter's adventures from his cold Cape Breton stream to the Atlantic and back to his home pool will appeal to boys and girls of the above age-group.

Westward to the Americas

A. A. Tanser, *Longmans, Green & Company, Toronto, \$2.60, 278 pp.*

The book follows the Ontario Grade 6 Social Studies course. It is written in biographical style and includes good illustrations, maps, and pupil-helps. The contents list features such as "Unrolling the Map Along the St. Lawrence and Mississippi" and deal with Mexico, the Atlantic, the Atlantic Seaboard, the Great Plains, the Western Mountains, and the Far North. This book should be a useful elementary reference source in social studies.

Working Together For Better Schools

Menge and Faunce, *W. J. Gage & Company Limited, Toronto, \$2.00, 149 pp.*

This book is "must reading" for edu-

cators and those interested in preserving a system of free public education.

The authors are concerned with the massive assault on public education by critics who are apparently intent on destroying much or most of our public education system. They feel that teachers and administrators must work together to promote every channel of communication between the schools and the public who support them.

From an analysis of current attacks on schools the authors discuss our public interest in better schools, working together, providing facts, liaison with Home and School associations, and the need for community planning.

The Land and People of Canada

R. L. Gordon, *The Macmillan Company of Canada Limited, Toronto, \$1.25, 86 pp.*

This is one of a series of books which are descriptive of the history, customs, and habits of people of many countries.

The book tries to describe the vastness of Canada and to give some idea of the different sections of our country.

Chapters are devoted to the Maritimes, French Canada, Ontario, the West, the Northland, Transportation, the Mounted Police, the Hudson's Bay Company, Indians, Education, Work, Play, and Canada's relations with the rest of the world. The book is illustrated with colour plates and photographs.

Essays—Light And Serious

W. F. Langford, *Longmans, Green & Company, Toronto, \$1.00, 155 pp.*

About Junior High School level, this

University Scholarships and Fellowships

The establishment by Union Carbide Canada Limited, Toronto, Canada of Undergraduate Scholarships in eighteen universities and Research Fellowships in two universities, effective this fall, was announced today by Ewart Greig, President.

The scholarship program is designed to assist able and deserving students who are interested in business or industrial careers to obtain a university education, and to develop more men and women qualified for future executive and administrative positions. Each scholarship has a value to the student of \$500 per year continuing until the completion of the academic course. Any graduate of a secondary school in Canada who has good scholastic standing and personal reputation and intends to enter business or industry may apply for a Union Carbide Scholarship direct to any of the participating universities. Consideration will be given to need for financial assistance as well as evidence of extraordinary talent and ability. No special

competitive examinations are required and applicants are subject only to the university's requirements for admission and its regulations for awarding scholarships.

Persons interested may secure further information by contacting the University of Alberta, Edmonton.

Union Carbide Research Fellowships are open to graduates of Canadian universities, who have demonstrated distinct evidence of ability to conduct original research. The fellowships are tenable in either the natural or social sciences and have a basic value to the fellow of \$1,500. These fellowships are offered at the University of Toronto and McGill University.

The selection of the students and the administration of both the scholarships and the fellowships are entirely in the hands of the participating universities.

book includes some of Leacock, Morley, Ross, Gardiner, and Trevelyan. It provides a sampling of good literature, models of composition, and discussion material.

Books Received

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Convocation, May 1954

University of Alberta

Students in the Faculty of Education, listed below, were granted the following degrees and diplomas at the University of Alberta Convocation held in Edmonton on May 14, 1954. The students were presented to Convocation by Professor H. E. Smith, Dean of the Faculty of Education, with the exception of those receiving the degree of master of education. The latter were presented by Professor O. J. Walker, Director of the School of Graduate Studies. Degrees were conferred by Dr. E. P. Scarlett, Chancellor of the University.

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Frank Gocai, Bellevue

Third Year:

Alvin Fredric Blakie, Coaldale
Gordon James Lennon, Calgary

Second Year:

Carol Adele Case, Edmonton
J. Beatrice Curran, Lac la Biche
*James K. Nielsen, Calgary
Albert Lloyd Peacock, Barons
George William R. Stephen, Calgary

***University of Alberta Honour Prizes**

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Marion Grace Mersereau
Jadwiga Pierzchala
Gladys Aileen Rabjohn, B.A.
Bonnie Margaret Reed, B.Sc.
Sister Jeanne du Calvaire
Neil Alan Campbell
Dennis John Dibski
Ronald Keith Dougan
George Kentner Gooderham
Earl Joseph Guertin
Albert Walter JeKenta
Nicholas S. Leskiew
Edward Meyer, B.A.
Donald Edgeworth Millar
Donald Lloyd Simmermon
Leif Gordon Stolee, B.A.

ADMITTED TO THE DEGREE OF BACHELOR OF EDUCATION IN PHYSICAL EDUCATION AND GRANTED THE SENIOR DIPLOMA

Donald DeFrayne Macintosh
Walter Glenn Wesley Tuck

ADMITTED TO THE DEGREE OF BACHELOR OF EDUCATION

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Maria Biamonte
Mary Grace Brunton
Katherine Ann Carey
Jean Edith Carmichael
Nancy Belle Clark

Donna Marjorie Coppel
Daveine Joan Curry
Dorothy Mina Eidem
Frances Pearl Glover
Gloria Mary Jubb
Elizabeth W. Konkin
Marcella Cecilia Kucharski
Mary Lakusta
Emma I. E. Lattes, B.A.
Shirley Pearl Lawrence
Joyce Ralphene Love, B.A.
Dorothy Dianne MacDonald, B.A.
June Marie MacDougall
Janet Calder MacKinnon
Eleanor Frances Meyer
Elizabeth Marie Miller
Beverley Irene Nicholson
Donna June Parker
*Irma Caroline Reinhardt
Avis Mae Reynolds
Audrey Elizabeth Rigaux
Catherine Emma Robertson
Muriel Edna Rowe
Irmadel Kathleen Stanley, B.A.
Victoria Beatrice Whyte, B.A.
Robert Carson Clyne
William Taylor Cromb
Frank Gocai
Stephen Don Gorgichuk
Stephen Hunke
Edward Llewelyn James
Sydney Max Kates, B.Sc.
James Allister MacKinnon
Norman Leslie McLeod
Willard Glen Milne, B.Sc.
Quentin Louis Mix, B.A.
Hugh Fraser Morrish
John Rhodes
Hector Wilfred Rose
Vern Harold Rose
Edward Richard Schwarz
George William Windsor

***With First Class General Standing**

ADMITTED TO THE DEGREE OF BACHELOR OF EDUCATION IN PHYSICAL EDUCATION

Evelyn Hage
Patricia Joan Hardy
Joyce Evelyn Mattson
Marjorie Winifred Burns Niblock
William Biloglovska
Lee Stevenson Fairbanks
William Douglas McLean

ADMITTED TO THE DEGREE OF BACHELOR OF EDUCATION IN INDUSTRIAL ARTS

Frank Simon

ADMITTED TO THE DEGREE OF MASTER OF EDUCATION

Louis Charles Mix, B.A.
Hugh John McKim Ross, B.Ed.

SENIOR DIPLOMA OF THE FACULTY OF
EDUCATION

Clara Amanda Angelvold
Muriel Elizabeth Barber
Jeannette Alice Biollo
Hazel Kathleen Brown
Audrey May Clark, B.A.
Madeleine Marie Croteau
Margaret Jean Denham
Maryanne Carolyn Devine
Lois Marie Ellert
Muriel Gentleman
Betty Ann Gray
Marilyn Diane Hill
June Minna Holman
Lillian Catherine Holmes
Anna Mary Jensen
Joan Margaret Jensen
Marie Georgine Lacoste
Janet Ruth Lee
Lorna Mary Livingstone
Frances Katherine MacArthur
Diane Isabel Lois Marchant
Sheila Marie Monaghan
Margaret Watson Morrison
Alice Jean O'Brien
Jean Robertson Parker
Betty Hope Porter
Ruth Lillian Reid
Wilma Roberts Reid
Marie Therese Rostaing
Nellie Saville
Joan Elizabeth Shaxon
Victoria Shewchuk
Marie Elaine Graham Sinclair
Jocelyn Ann Smart
Sister Beatrice of the Cross
Sister Mary Agnes
Sister Mary Olive Sarrasin, B.A.
Sister Mary of St. Jeanne-Louise
Georgina Frances Tingey
G. Sylvia Ulan
Gertrude Vanebo
Rowena Marie Wright
Andrew Birchill
Alvin Fredric Blakie
Donald Arthur Bright
Gilbert George Brinsmead
Norman Brouwer
Theodore Roy Campbell
Frederick David Clanfield
Leo Shirey Dawson
Cornie Dick
Russell Alvin Drewniak
George W. Elaschuk
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Lawrence Edward Mutual, B.Sc.
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82 Avenue & 99 Street

NEWS

from
OUR LOCALS



Berwyn-Grimshaw-Dixonville-Brownvale Sublocal

Teachers of the sublocal met at the Grimshaw School on April 26. It was suggested that the sublocal might be called BGDB for the sake of easy reference. Mr. M. Chorny reported on salary negotiations, and Mr. L. Kelly on the Annual General Meeting. Arrangements were made concerning forthcoming track meets.

Drayton Valley Sublocal

At the meeting of the sublocal on April 29 final plans were made for the May track meet. It was decided to award medals to the winners with the highest number of points in the junior classes, and crests to those with the most points in the senior classes. A dance was planned in order to defray track meet expenses.

Foremost Sublocal

The president, Mrs. A. Dillenbeck, presided at the sublocal meeting on June 3. Members from Foremost, Hoping and Etsikom were informed by the secretary-treasurer that no satisfactory ac-

count of finances of the sublocal had as yet been received.

Mr. D. Dack reported on items of interest at the Annual General Meeting in Calgary in April, and several matters of professional interest were discussed including the validity of the divisional spelling tests for the elementary school. A report on salary negotiations showed that, after two meetings with the board, a schedule had not been completed.

Fort Saskatchewan Sublocal

Have you recently tried to skip a rope 170 times forward and at least half that many times backward? Or played hopscotch, crochinkle, throw card in the bucket, ring toss, or sing rounds, or stand on your head? Well, these were the events in the Teachers' Athletic Club. The final competitions took place at the sublocal's meeting on May 11. Mr. Richardson won the "Grand Aggregate Cup"—a coffee pot, and Miss Rogers was presented with the consolation mug. It was reported that liniment was amply used the following day to relieve muscles never known to exist.

The regular meeting was held along

Notice

Teachers who have served with the Armed Forces in World War II, and who are paying into the Teachers' Retirement Fund for their period of service, are required by regulation of the Teachers' Retirement Fund Board, to complete payment of these contributions by July 1, 1954.

Eric C. Ansley,
Secretary,
Board of Administrators.

with the social evening. Miss M. Boon, councillor, reported on the Annual General Meeting, and discussion of her report followed. Chairman E. Mickelson thanked everyone who had participated in our sublocal's activities during the past year. We hope that the sublocal will function as successfully in the next school year.

Gibbons-Bon Accord Sublocal

At the May meeting of the sublocal discussion centred mainly on preparations for the track meet which, unfortunately, later had to be cancelled. Respecting the government's legislation for a six-weeks' teacher-training course, the members felt that school boards should be asked to appoint only fully certificated teachers and not those about to be trained in the new short course.

Grande Prairie Local

At the local's executive meeting in Grande Prairie on May 15 an invitation was extended to the Spirit River Local to participate in the fall convention and to send representatives to the convention committee meeting in Grande Prairie on May 26.

The local track meet is to be held in

The Exceptional Child

(Continued from Page 23)

pattern strength, and on ability as indicated on at least two different intelligence tests.

There are advantages and disadvantages to the suggested provisions for gifted children. Busy teachers wonder where to find the extra time for planning enriched programs. Educational guides and more experimental classes are needed so that teachers may help gifted children to attain higher and broader scholarship, achieve independent habits of study and develop qualities of leadership and responsible citizenship. In the meantime each teacher should accept the privilege of educating the gifted children in his room as a personal challenge.

Grande Prairie on June 5. Mr. Glen Lett was chosen as delegate to the ATA Banff Workshop in August. Hythe-Valhalla-LaGlace and Beaverlodge Sublocals extended an invitation to all teachers and their families of the Grande Prairie Inspectorate to attend a picnic at Lake Saskatoon on June 6.

Okotoks Sublocal

Teachers of the sublocal met on June 3 to finish up the year's business. President Mrs. Patricia Palmer thanked the group for their interest during the year.

A very interesting paper on credit unions was given by Miss Noreen Koob. The majority of the teachers felt that it would be inadvisable for the Alberta Teachers' Association to sponsor credit unions. Considerable expense would be involved in setting up and maintaining such a system, with only a small percentage of teachers participating. Credit unions are found in most communities and teachers could take advantage of these if they wished.

Lunch was served by Principal John Wilson and Assistant Principal F. P. Van Tighem.

LESSON AIDS

The British Columbia Teachers' Federation has a Lesson Aids department which provides low cost mimeographed lesson aid material. There are 180 aids and 17 maps which offer a variety of assistance from actual lessons to seatwork, projects, tests, and suggestions for the teacher.

There are free price lists which carry short descriptions of each aid including the grade in which most useful. The prices vary from 4c to 20c depending on the number of pages. The maps are 1c each. All lesson aids are sold at reduced prices where quantities are desired. Write for our free price list and order forms to:

Mr. Dennis Nickerson, Secretary,
Lesson Aids,
c/o British Columbia Teachers'
Federation,
1644 West Broadway,
Vancouver 9, B.C.

Banff Workshop Consultants

August 15-22, 1954

Consultants for the 1954 ATA Banff Workshop are listed for the information of delegates.

Administration in the Alberta Teachers' Association

Lars Olson
Past President
Alberta Teachers' Association

Collective Bargaining

H. J. M. Ross
Edmonton District Representative
Alberta Teachers' Association

Group Planning

John Amend
Curriculum Consultant
King County
Seattle, Washington

Pensions

Miss Catherine E. Berry
Assistant Secretary
Board of Administrators
Teachers' Retirement Fund
Edmonton, Alberta

Educational Publicity and Public Relations

Roy K. Wilson
Executive Secretary
National School of Public
Relations
Washington, D.C.

Educational Writing

Mitchell V. Charnley
University of Minnesota
Minneapolis 14, Minnesota



Facts Are Never Enough

(Continued from Page 8)

Even when human beings are asked to report simply what the facts are, serious error frequently occurs. Law students are familiar with a long succession of experimental studies which demonstrate the inability of conscientious witnesses to report accurately what they see at the scene of an accident or crime. If strong attitudes are involved, the confusion becomes worse.

Wrong Observation

Police officers who receive special training in observing facts can be in error, particularly if events occur contrary to the way they expect. In Boston, recently, each officer in a training class was asked to repeat privately to his neighbour an exact description of a picture which had been shown to one of them. As the description was passed by word of mouth around the circle, some curious changes occurred in the description. The picture showed the inside of a crowded bus, including, among other things, a Negro talking to a white man who had a razor in his hand. But the description the last officer in the group received included the "fact" that the razor was in the hand of the Negro! These were trained officers reporting "facts" under unemotional conditions, but the fact yielded to the stereotype of the Negro commonly held by white Americans. This is not an isolated example; similar experiments have reproduced the general principle many times.

If facts disagree with one's attitudes, the facts may be made to yield. One may simply ignore them, fail to remember them, discount their validity, or distort them, or a variety of other unconscious psychological mechanisms which scientists have observed in experiments may come into play. The social scientists now agree that the way people see reality—what people take to be facts—depends upon a complicated mixture of objective reality combined with their wishes, needs and attitudes. If the objective

reality is strikingly clear and if the subjective needs are weak, perception will be governed more by reality. But if the situation is unclear and ambiguous or if needs and attitudes are strong, people will unwittingly "see" what they put into it themselves.

Summing up, briefly, I have said that a man's pre-existing interests and attitudes select the kinds of facts he will expose himself to and "learn." The psychological organism shields itself in a variety of ways from facts and information that might threaten its basic attitudes. By rephrasing these considerations with a different point in mind, I come to the following principle.

Information, alone, rarely changes attitudes. This principle is hard for some people to recognize. Persons who are thoroughly devoted to a worthy cause commonly believe that if those who disagree with them only had access to the same facts and information as they, disagreement would end. At first glance,

common observation and even research studies seem to support this belief. It frequently is observed that persons who have the most detailed and accurate information about an issue are the persons who hold favourable attitudes toward the issue. In other words, it is often true that the advocate of a worthy cause has to contend with opponents less well informed than himself and his fellow supporters. But a high correlation between information and attitudes does not imply that accurate information is the *cause* of favourable attitudes. Studies have shown that, as a rule, just the reverse is the case: a person's high level of information is the *result* of a pre-existing favourable attitude. Individuals rarely wait to form their attitudes until accurate information is available.

Heavy Investment

Why is it so difficult for information to change attitudes? Briefly, a person's basic attitudes are centres around which

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his whole life is organized and which give it meaning and stability. They represent a heavy investment to him, an investment he does not care to lose with exposure to each new fact or item of information. Moreover, a person's attitudes are closely connected to the attitudes of those individuals who are important to him. If a man abandons certain of his attitudes, it may mean the sacrifice of intimate friendships or estrangement and ridicule from persons who play a large part in his life.²

I am in danger of overstressing the difficulty of changing attitudes. Attitudes do change—sometimes in striking fashion. Nevertheless, the power of information and facts to influence attitudes is severely limited.

Research has shown that information may be effective in changing attitudes if the forces supporting the attitudes are weak, and information may be effective in creating attitudes where no attitudes existed prior to exposure to the information. But if attitudes are strongly

supported, facts and information rarely shake them. In short, attitudes change only with changes in the underlying forces which give them support.

Participation of Citizens

Dissemination of facts and information is but one problem area of school public relations to which contemporary social science has a contribution to offer. Participation of citizens in the affairs of the school is another. Some current educational writing points to the good results that ensue from broad citizen participation. But recent investigations indicate that participation does not invariably bring friendlier feelings or greater personal involvement. While these investigations are directed toward the underlying psychology of participation, the schoolman who understands the psychological forces has a firm basis upon which he can plan the strategy of public relations. Still another problem of school public relations men is discovering and working with the influential persons and groups in the community. Sociologists have only begun to illuminate the complex processes of power and influence as they exist in the community, but some of their provisional conclusions, again, can give the public relations officer an understanding of the context in which he must carry out his work.

Successful public relations rests upon the ability of staff members to diagnose accurately the reasons the public fails to respond to their efforts in the manner they expect. The understanding of fundamental social forces at work in the human community provided by modern social science is an indispensable basis for the diagnostic task in public relations.

2 The demonstration in recent years that attitudes are strongly supported by groups is one of the most significant discoveries in the science of human relations. Besides enabling us to understand better why attitudes are so strongly resistant to change, the discovery provides a key to the puzzle of how attitudes can be changed. If proper techniques are used under the proper circumstances, it is easier to change the attitudes of an entire group of persons simultaneously than to change the attitudes of one individual at a time. A number of research studies have confirmed this proposition, but its full import is still being examined by social scientists.

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Six Characteristics of a Good School Board Member

(Continued from Page 15)

sole criteria for selection or appointment. The study places greater emphasis upon the areas of capability and the requirements. These requirements are not found exclusively among certain occupational or highly educated groups. A potential candidate should be evaluated on the basis of the six areas of capability and the requirements in each area rather than on the basis of age, occupational level, educational attainment, or other factors.

Present board members can examine with profit the results of this study and related studies to determine the extent of their own effectiveness. The improvement and upgrading of the office of board member should be the object of concerted effort on the part of all institutions, agencies and community groups concerned with the education of our nation's children.

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Annual Report Form for Local Associations

(Adopted by Annual General Meeting, 1954)

Annual Report for 1954 - 55
to the
Alberta Teachers' Association
by

Local No. _____

I. Divisions and Districts in Local

Name	No. of Teachers	Name	No. of Teachers
1. _____	_____	4. _____	_____
2. _____	_____	5. _____	_____
3. _____	_____	6. _____	_____

II. Officers of Local 1954-55

President _____	Address _____
Vice-President _____	_____
Past President _____	_____
Sec.-Treas. _____	_____
Councillors to AGM 1954-55	
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____
5. _____	_____

III. Details of Association

Number of members _____	Number of Executive Meetings _____
Number of Local Meetings _____	Average Attendance _____

IV. Committees 1954-55

1. Convention _____	Chairman or secretary, and address _____
2. Salary policy _____	_____
3. Salary negotiating _____	_____
4. Public Relations _____	_____
5. Educational Research _____	_____
6. Audit _____	_____
7. _____	_____

V. Active Sublocals 1954-55

Name	Certificate No.
1. _____	_____
2. _____	_____
3. _____	_____

VI. Salary Negotiations

Date last salary schedule negotiated _____ 19 _____ Effective _____ 19 _____

VII. Health Insurance

Has your local enrolled under a health insurance plan? _____

If yes, state plan _____
Date enrolled _____

VIII. Financial standing — year ending 19

Income for year:

Fees _____

Other resources _____

Total Income _____

Total expenditure for year _____

Surplus or Deficit _____

Copy of last financial statement, audited, must be attached.

IX. Summary of local meetings held during past school year 1953-54

1. General—List topics discussed and projects undertaken.

2. Executive—List topics discussed and projects undertaken.

Date 19 _____ Secretary _____
Local No. _____

NOTES

1. This form must be completed and returned to Head Office on or before December each year.
2. "BE IT RESOLVED, that following the annual election of officers of a local association, no funds be remitted until names and addresses of all local officers have been received by the provincial office."—P54a/53.

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 - (b) Intermediate—Senior Department. (\$3780 - \$4740.)*
2. Academic teachers for deaf children (without degree \$2640-\$3240; with degree \$3120 - \$3960).*
3. Vocational Salary same as "2".*
 - (a) Industrial Arts, one each for Woodwork, Metalwork.
 - (b) Home Economics, one each for Foods, Clothing.

(c) Typewriting.

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ASSISTANT SCHOOL SUPERINTENDENT WANTED

Applications are invited for the position of Assistant Superintendent of Schools for the Yukon Territory to assist present Superintendent for school year commencing September, 1954. If service is satisfactory, incumbent will be promoted to position of Superintendent of Schools, effective July 1st, 1955. Salary during first year from \$6,000 to \$6,600, and during second and subsequent years from \$6,600 to \$7,200, according to experience and qualifications. Annual provision for 18 days' holiday and 18 days' sick leave. Pension scheme in effect. Qualifications include graduation from a university of recognized standing; a Provincial First Class or High School Teaching Certificate; at least five years successful teaching experience; at least two years experience in some phase of school administration or supervision; thorough knowledge of modern methods and techniques of school instruction and vocational training; ability to evaluate efficiency of teachers and progress of pupils, ability to prepare reports and make recommendations; supervisory ability; personal suitability and satisfactory physical condition. Complete details and references to be forwarded with first letter to Mr. W. G. Brown, Commissioner of the Yukon Territory, Whitehorse, Y.T.

Notice

According to a regulation of the Board of Administrators, to become effective July 1, 1954, refunds of contributions will not be paid until four months after August 31, or the date of the last contribution, whichever is the earlier. This regulation is necessary for the following reasons:

1. All contributions must be received and posted before refund payment can be made.
2. The protection of teachers who have resigned in June or July, with no intention of teaching the following year, but who change their plans and return to teaching within a few months. A teacher who accepts a refund of contributions, in whole or in part, relinquishes all benefits in the Fund, and cannot be reinstated in the Fund upon his return to teaching.
3. To avoid unnecessary additional cost of office administration.

Eric C. Ansley,
Secretary,
Board of Administrators.

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Secretary's Diary

The Board of Teacher Education and Certification

The Board met on May 12 to consider resolutions presented by the Alberta Teachers' Association, revisions in the regulations governing certification of teachers, and the granting of permanent certification after one year of training instead of after two years, as at present. The proposed revisions were rejected by a majority vote of the Board, but were passed by Order-in-Council effective May 17.

C.E.A.-Kellogg Project in Education Leadership

The C.E.A.-Kellogg Pilot Short Course met in Edmonton, at the University of Alberta, May 10-29.

This year there were four representatives from the Canadian Teachers' Federation attending the course, and the Edmonton members of the Executive were invited to attend the sessions. I was able to hear the following consultants: Dr. Stewart Harral, of the University of Oklahoma, Norman, Oklahoma, Dr. S. M. Corey, of the Teachers' College, Columbia University, New York, and Dr. C. E. Phillips, of the Ontario College of Education, Toronto. The Alberta superintendents at the course were: Messrs. T. K. Creighton, J. R. S. Hambly, F. Hannochko, W. G. Hay, S. W. Hooper, W. S. Korek, C. M. Laverty, and J. I. Sheppy.

The Alberta representatives made a report to the Alberta Advisory Committee to the C.E.A.-Kellogg Survey, under the chairmanship of Mr. T. C. Byrne, on June 4, consisting of an evaluation of the course, an outline of what superintendents should carry back to their districts, and some recommendations for provincial action to the Advisory Committee.

A detailed report will be printed in *The ATA Magazine* in the fall. However, the second section is of significance to teachers and I am including it here.

"What Will We Carry Back To Our Areas

1. We will employ group and workshop procedures in our areas as a more effective and more democratic means of solving local problems, and will seek wide involvement of trustees, principals, teachers and laymen when appropriate.
2. We will utilize the techniques recommended for good public relations for education, especially those relating to keeping lines of communication open for the more effective informing and involvement of persons concerned.
3. We recognize that the supervisory program functions most effectively when the various partners in the process—superintendents, trustees, principals, and teachers—cooperate as mem-

bers of the one team, fully informed as to the purposes and procedures involved.

4. We will attempt to lead teaching staffs to see their problems as problems of the group, rather than of the individual, and will encourage group attack on the problem through action research techniques, however simple. On the basis of analysis of results, the group will discuss local weaknesses and develop plans for remediation of the situation.
5. We will attempt to broaden our own procedures in supervision seeking wider involvement of teacher, principal, trustees, and the Home and School Association.
6. We favour study of reporting on teachers recognizing that reporting is not in itself vital to the supervisory program. We recognize that reports are required by teachers and school boards but feel that the need might be met better in some other way."

Western Conference of Teachers Educators

The second annual conference of representatives of teacher training colleges and faculties, departments of education, and teachers' associations of Western Canada, met in Edmonton at the University of Alberta on May 20, 21 and 22. The Alberta Teachers' Association representatives were Lars Olson, the past president, and myself.

This organization again went on record as being in favour of higher qualifications for teachers. This year the Alberta delegates had to admit that Alberta had slipped back to certification after one year of training. On the other hand, Saskatchewan reported that their teachers, from now on, will be granted permanent certification after a minimum of two years of training, which is what Alberta used to have.

General Curriculum Committee Meeting

The General Curriculum Committee met on May 28. The Alberta Teachers' Association representatives on this committee are Messrs. Gerald Grant, T. H. Murray, and H. J. M. Ross, and the general secretary.

The main business included reports from the Articulation Committee, and from the Elementary, the Junior High School, and the High School Curriculum Committees. There were also reports of the sub-committee on public relations, and on a safety program in the schools.

Home and School Conventions

The Alberta Home and School Association Convention was held in Edmonton on May 10, 11 and 12. The president, Mr. Frank J. Edwards, and Mrs. Inez K. Castleton and Mr. W. Roy Eyres attended as Alberta Teachers' Association representatives. I was able to be present for only one meeting. Mr. F. J. C. Seymour was in attendance as representative for his local Home and School Association.

The Canadian Home and School and Parent-Teacher Federation Incorporated Convention was held in Saskatoon the week of May 17. Mr. Frank J. Edwards and Mr. W. Roy Eyres represented the Alberta Teachers' Association.

Teachers are urged to give Home and School Associations their support. Home and School Associations are almost as interested in im-

proving the status, the prestige, and qualifications of teachers, as teachers are. The Alberta Teachers' Association received the strongest support from the Home and School Association when it tried to persuade the Legislature last winter not to establish the six-weeks' program for teacher-training.

Other Meetings

I am the convener of the Social Committee for the C.E.A. Convention which will be held in Edmonton in September. This committee has met twice and has made plans for the entertainment of the delegates and their wives.

Mr. H. J. M. Ross and the general secretary attended the Alberta Federation of Labour Convention in Calgary, June 7 and 8.

I attended the Secretaries' Conference in Banff the evening of June 7, met with the Canmore School Board to negotiate a new salary schedule on June 8, and on June 9 had a meeting with Calgary teachers who are retiring this year.

Erick Ansley

Group Insurance Notice

All teachers insured under the Alberta Teachers' Group Insurance Plan should check the following carefully.

- (1) Claims should be submitted within ninety days following the termination of the period for which benefits are claimed. Hospital, doctor bills and other bills incurred should be submitted with the claim form.
- (2) Insurance will lapse if premiums are more than sixty days in arrears.
- (3) Teachers who move from one district to another must:

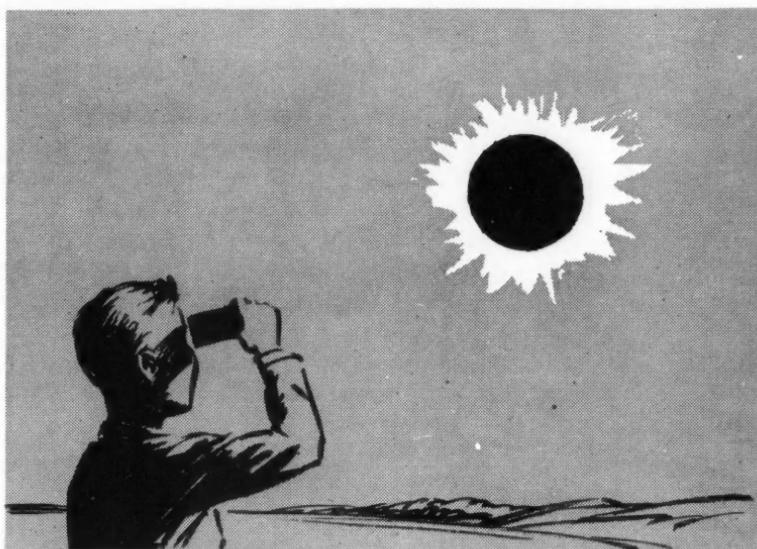
- (a) If the new district is a qualified sub-group—

Notify head office of the Alberta Teachers' Association of intention to move and request a new payroll deduction card. This must be completed and returned to head office of the Alberta Teachers' Association.

- (b) If the new district is not a qualified sub-group—

Notify head office of the Alberta Teachers' Association of your intention to pay premiums personally in advance either half-yearly or yearly.

- (4) If you wish to terminate your insurance notify head office of the Alberta Teachers' Association.
- (5) You may continue to carry your insurance on leave-of-absence if you arrange to pay premiums in advance either half-yearly or yearly.



Solar ECLIPSE

On June 30, along a strip of the earth's surface 100 miles wide and stretching from Southwest of Lake Superior, across Northern Ontario and Quebec, Labrador, Greenland, Iceland, Norway and Sweden, the U.S.S.R. and over to Pakistan, people will observe a total eclipse of the Sun. Scientists will be busy measuring and recording the event to further man's knowledge.

Another wonderful drama in which the Sun plays a leading role is less spectacular but of much greater importance to man. It is photosynthesis, the continuous production of sugar in green leaves by the action of sunlight. All plants produce some sugar in this way but one of the most prolific is the sugar beet; one of the world's chief sources of sucrose, the Pure Sugar you buy "with the MAPLE LEAF on the bag."

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